



2019 Annual Report

Principal's Message

It is with pleasure that I present the 2019 School Report. It provides parents, carers and members of the wider community with information about Noranda Primary School's activities and performance during 2019. The report highlights the school's strengths and identifies targeted improvement aspects.

Noranda Primary School is a dynamic and successful public school which maintains high academic standards and extends students through a range of learning opportunities including music, physical education, information technology and Mandarin.

I would like to acknowledge staff and parents who have dedicated themselves to providing an outstanding education for the students at Noranda Primary School. We continue to value the effective partnership between the school and the Noranda Community. Our strong values based ethos has enabled a multitude of wonderful programs to be delivered, details of which are in this report.

Thank you to the members of the Parents & Citizens Association for their continued support. The P&C continues to be a valued partnership with the school in decision making, volunteer support and fantastic fundraising through events held last year such as: the school disco, Mother's Day, Father's Day and Christmas gift stalls and our Colour Run. The Athletics program continues to be supported by our P&C. The book-club and school banking is also run thanks to the P&C volunteers. Our P&C also coordinates the offsite canteen facility providing lunches to our children who wish to order through the Hampton Park Primary School Canteen. Perma- Pleat are providing and managing the supply of the school uniforms to families from 2019.

During 2015 Noranda Primary School participated in its first independent school review since becoming an Independent Public School in 2012. The full report on the school review is available on the school website. We are in the midst of enacting our 2019-2021 School Business Plan which is due for review through 2020.

Parent volunteers remain vital to our school community. The parents who volunteer in the classrooms each week assist student learning to be focussed on the needs of students.

I trust that parents find our School Report informative and gives them confidence in our school program.

Jeff Murphy
Principal

School Profile

Noranda Primary School is located approximately 15 kilometres north east of the Perth CBD in the City of Bayswater. Noranda Primary School services a catchment area where parents seek a quality education for their children. In 2019 Noranda had an enrolment of 362 students with many enquiries from outside our boundaries. A sense of community is prevalent in the school and the School Board contributes to the school decision making and planning processes. The Parents and Citizens Association is very active and enriches the learning environment for Noranda students.

Noranda Primary School has a significant enrolment of students who have English as an additional language and/or dialect background, as well as a three per cent indigenous student enrolment. Interactive technology has been installed in each classroom as a means of engaging students in learning. Upgrades were made to two classes through 2019 with new interactive technology. I-pads are available for student use to conduct research, access apps, which complement specific learning, and manipulate devices via coding.

Music is a well established component of the curriculum offered at Noranda Primary School. Our school choir has been highly successful in a range of choral festivals and public performances. Specialist instrumental lessons are available to students in Year Six. Guitar, flute and brass were offered in 2019.

The school is involved in several initiatives with an environmental focus with a worm farm, vegetable garden, paper, batteries and aluminium recycling highlighting the importance of environmental sustainability. Noranda Primary School is a Water Wise, Sun Smart and Waste Wise school. Children also have the opportunity to join in with our Bush Wardens Club.

Health and Physical Education is promoted so students learn how to enhance their health, safety and well-being.

During the year specialist sport programs were offered in golf, rugby and tennis through Sports Australia. Students also successfully participated in the Tennis Academy Plate Competition for a second year. Students are provided opportunities to develop their physical skills and access the services of a school nurse, a school psychologist and our school chaplain. Mandarin is the language other than English (LOTE) that is taught to all students from Years Three to Six.

School Board

During 2019 the Noranda Primary School Board had ten members led by our School Board Chair Michelle Shafizadeh. There were five parent representatives, one community member, three staff representatives plus the principal. The board held two meetings each term throughout 2019. In essence the role of the school board is one of setting the long term future goals for the school and maintaining an oversight of the school's operation.

Throughout 2019 the school board has fulfilled all of its responsibilities which has included; reviewing and endorsing the school budget, continued to review the implementation of the School Business Plan 2019-2021, reviewed the performance of the school against the agreed targets, endorsed changes and made recommendations to revised school policies and approved the fees, charges, contributions and the school booklists for the new school year. The school's new vision statement developed in consultation was adopted in 2018.

Our Vision

Our school community supports, challenges and inspires each other to personal excellence.

School Priorities For 2019



Australian Curriculum Implementation

Staff have focused on the development of key understandings of the Western Australian Curriculum. During 2019 staff have adjusted their planning to ensure the implementation of teaching, assessing and reporting practices of the Australian Curriculum. Staff attended professional development programs within the Morley Schools Network working with teachers across schools to develop their understandings of the various learning areas in a collaborative manner.

Literacy

Literacy was a key priority, as identified in the Noranda School Business Plan 2019-2021. Focus areas were the teaching of phonics, grammar and punctuation skills, comprehension skills across various texts and the continuing development of persuasive and narrative writing skills.

During 2019 we maintained our shared vision for literacy and staff participated in whole school professional development for continuing the “Seven Steps for Successful Writers” programme, into the school. A reading comprehension package, “Cars and Stars”, was also continued across Years Three to Six to assist teachers to further develop the reading comprehension skills of our students. Spelling Mastery is explicitly taught to develop the spelling skills of our students from Years Three to Six. The school utilised online interactive technologies where appropriate to complement learning activities. Support teachers were also utilised across Years Three to Six during literacy lessons.

Numeracy

Focus areas of numeracy identified through our NAPLAN and classroom assessments, indicated areas requiring consolidation are centred in the number and algebra strand. Results in answering questions across both Year Three and Year Five levels involving multi-step problem solving and word problems indicated a need to develop further understanding in the process of solving problems.

Teachers used the Origo program, Stepping Stones as the basis of our mathematical content which followed the WA Curriculum. Mathletics was also used to engage children in improving mathematical knowledge and skills. Support teachers were also utilised in classes to address students’ needs. Problem Solving strategies continued to be a focus with teachers where the strategies were workshopped with all staff to assist in implementation.

NAPLAN 2019 Results

2019 Reading

Year	School	State Mean	Top 20%	Top 20% Like School	Middle 60%	Middle 60% Like	Bottom 20%	Bottom 20% Like
3	409	427	8	19	72	65	20	16
5	512	504	28	22	58	63	14	15

NAPLAN - READING					
2017		2018		2019	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Student performance in NAPLAN assessments show that students are working within the expected means for reading across Year Five. The Year Three school mean results are below the state mean.

Sixteen per cent of these students are in the top four bands compared to the state average of twenty six per cent. We identified that fourteen per cent of our students are in the bottom two bands compared to the state average of seventeen per cent.

The Year Three mean score was 409 compared to the state mean of 427 and a national mean of 434.

Year Five results in reading show ninety five percent of students at or above the national minimum standard with fifty two percent of these students in the top four bands compared to the state average of thirty four percent. The Noranda mean score was 512 compared to the state mean of 504 and a national mean of 506.

Strategies for Improvement

- Literacy Block continued to enhance the teaching and learning of literacy skills.
- Teacher collaboration when analysing student performance.
- Cars and Stars Comprehension used as resource to develop reading skills.
- Incorporating First Steps strategies for reading development.



NAPLAN 2019 Results

2019 Writing

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	419	420	10	15	77	73	13	12
5	471	471	20	17	65	70	15	14

NAPLAN - WRITING					
2017		2018		2019	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

The Writing genre assessed in NAPLAN was a narrative text. Year Three writing results were assessed as at expected levels while our Year Five writing results indicate a “below the expected level” performance. The Year Three results show that ninety eight percent of students are at or above the national minimum standard.

Ten percent of these students were identified in the top five bands compared to the state mean of fifteen per cent. The Year Three Noranda mean score was 419 Naplans compared to the state mean of 420 and the national mean of 423. Year Five results show that ninety three percent of students are at or above the national minimum standard.

Only two percent of these students are in the top four bands compared to the state mean of four percent. The Year Five Noranda mean score for writing is 471 equal to the state mean of 471, it is, however, slightly below the national mean of 474.

Progress from Year Three (2017) to Year Five in writing is still an area of concern as there was only a gain of 29 points comparable to a state progression of 61 points. Thirty percent of students are sitting in band five just above the minimum standard. These students have been identified and will require further assistance to develop their writing skills.

Strategies for Improvement

- Daily writing activities.
- Seven Steps for Successful Writing was introduced across the school.
- First steps strategies for writing.
- Revise editing skills.



NAPLAN 2019

Results

2019 Spelling

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	407	412	16	17	68	67	16	16
5	520	500	37	19	49	63	14	18

NAPLAN - SPELLING					
2017		2018		2019	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Spelling results show that Year Three results are at the expected levels. Year Three results in spelling show that ninety three per-cent of students are at or above the national minimum standard. Twenty per cent of these students are in the top five bands compared to the state average of twenty two per cent. The Year Three mean score was 407 compared to the state mean of 412 and the national mean of 419.

The Year Five levels of achievement were below the expected levels of performance. Year Five results in spelling show ninety five per cent of students at or above the national minimum standard. Fifty six per cent of these students are in the top four bands compared to the state average of thirty three per cent. The Noranda Year Five mean score was 520, compared to the state mean of 500 and a national mean of 501. The level of progress from Year 3 (2017) to Year 5 was not significant.

Strategies for Improvement

- K-3 school approach utilising Dianna Rigg Spelling Program.
- Spelling Mastery Groups in Years Three to Six to continue.
- Reinforce sight words and word banks.
- Explicit teaching of spelling strategies and spelling rules.



NAPLAN 2019 Results

2019 Grammar and Punctuation

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	424	435	14	19	66	65	20	16
5	504	498	26	20	58	65	16	15

NAPLAN - GRAMMAR AND PUNCTUATION					
2017		2018		2019	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Grammar and Punctuation analysis shows the Year Three results are at the expected levels and the Year Five results are also at the expected levels of performance. Year Three results in grammar and punctuation show that ninety eight percent of students are at or above the national minimum standard. Sixty percent of these students are in the top five bands compared to the state average of fifty four percent. We identified sixteen percent of our students in the bottom two bands equal to the state average. The Year Three mean score was 424 compared to the state mean of 435 and the national mean of 440.

Year Five results in grammar and punctuation show eighty eight percent of students at or above the national minimum standard. Thirty six percent of these students are in the top four bands compared to the state average of thirty four percent. The Noranda Year Five mean score was 504 compared to the state mean of 498 and a national mean of 499.



Strategies for Improvement

- Editing skills to be reinforced.
- Explicit teaching of grammar and punctuation skills in English.
- Grammar to be a part of Literacy block time.

NAPLAN 2019

Results

2019 Numeracy

Year	School	State Mean	Top 20% School	Top 20% Like School	Middle 60% School	Middle 60% Like School	Bottom 20% School	Bottom 20% Like School
3	394	405	8	19	68	66	24	15
5	499	492	26	18	53	67	21	16

NAPLAN - NUMERACY					
2017		2018		2019	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5

Analysis of the numeracy results indicate that the test items that proved most challenging were those in the higher bands and mainly in number and place value and patterns and algebra. These items required higher order thinking and reasoning skills to calculate.

In 2019 Year Three and Five results were in the expected range of performance. Year Three results saw twenty eight percent of students in the top five bands. Year Five saw thirty percent in the top four bands. Two percent of Year Three students were below national minimum standard compared to the state mean of five percent. Year Five results saw seven percent below the minimum standard compared to the state with five percent.

Strategies for Improvement

- Continue to consolidate basic number facts.
- Reinforce mental computational skills.
- Teach mathematics vocabulary explicitly.
- Continue to utilise the Online Origo Stepping Stones and Mathletics mathematics resources across the school.
- A problem solving approach will be embedded into the mathematics lessons in all year levels and opportunities will be provided for teachers to share their experiences.



Science and Humanities

Science

The Science learning area was assessed in 2019 by teacher judgements through the twice a year reporting to parents regime and by testing Year Four and Six students using the ACER Science test. Teacher judgements at the end of Semester Two indicated that ninety six percent of our students from Year One to Six received a C grade or better for Science. Thirty one percent of students received a grade of B or better.

The ACER Progressive Achievement Test (PAT) in Science was administered to all Year Four and Six students in October of 2019. The test will be re-administered in August of 2020 to enable the school to make longitudinal conclusions about the results. The ACER PAT in Science is a thoroughly researched and nationally normed test to assess student achievement in scientific understanding. The test questions are designed to assess science knowledge, scientific literacy and understanding of scientific principles, as well as their application.

The 2019-2021 target for Science of exceeding sixty percent in all four aspects of the ACER test was not met in 2019. Targets were met in Year Four in all the strands of Life and Living, Energy and Change, Earth and Space and Materials. Year Six targets were met in Energy and Change and Materials. The 2019 series of tests show that the students in Year Six performed strongest in the Energy and Change (78%) strand, whilst the Year Four students performed strongest in the Materials strand (73%). The weakest performance for the Year Six students was in the strand of Life and Living (53%), whilst for the Year Four students the weakest performance was in the Earth and Space strand (60%).

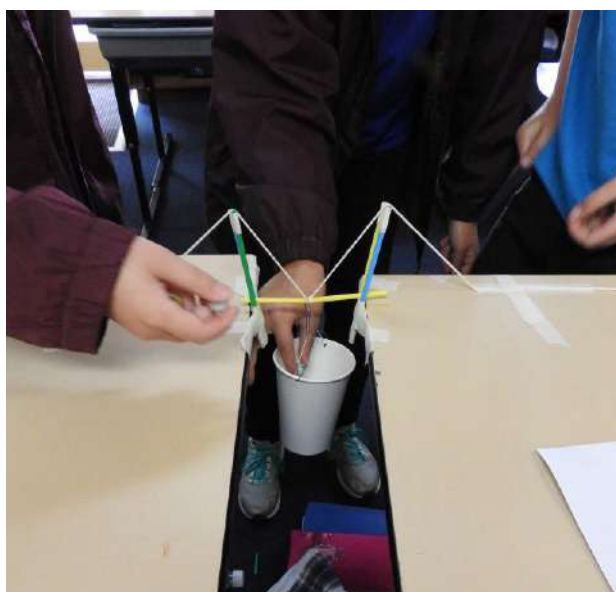
Humanities and Social Science

All the sub-strands of the Humanities learning area were reported through 2019. Teacher judgements taken from the end of year reporting to parents showed that ninety eight percent of students in Years One to Six received a grade of "C" or better. Twenty eight percent of students received a grade of "B" or better.

Strategies for Improvement

A number of initiatives had been continuing through 2019 to assist with the improvement of the results in Science. They included:

- Updating of curriculum resources in Science and STEM.
- A focus on Science and STEM in the curriculum with professional learning opportunities for teachers allocated.
- The setting of targets for improvement in the school plan from data gathered each year.

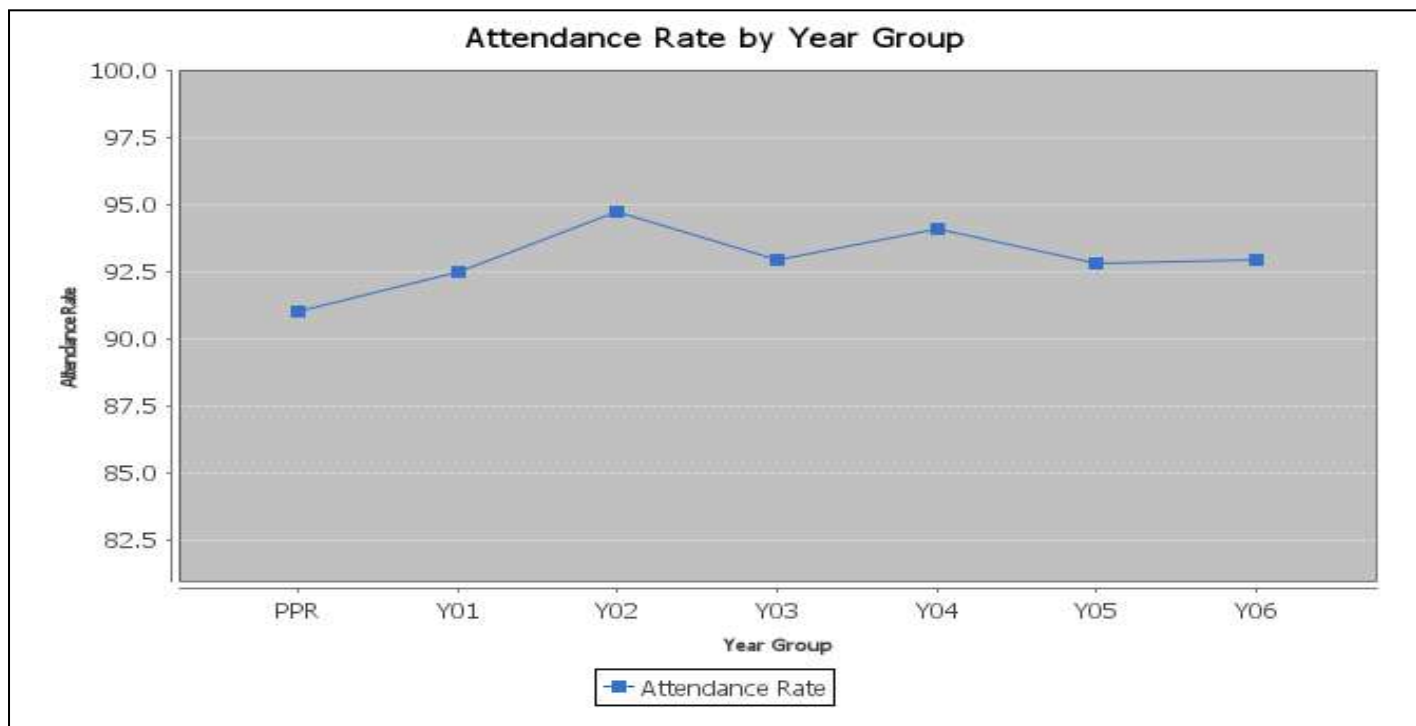


Attendance

The school's attendance rate for 2019 was 94.3%, above that of the WA Public Schools attendance rate for 2019. Regular attendance for the year, which is students attending for over 90% of the time through the year, was 81.9%. This is an improvement on the previous years.

We have a number of families that have taken extended holidays through the school year. As a school we communicate to the families the importance of regular attendance at school. Through 2019 the school worked with other government agencies to try and improve the attendance rates of a small group of identified students.

Attendance Rate		
Year	School	WA Public Schools
2017	94.8%	93.8%
2018	95.5%	93.7%
2019	94.3%	92.7%



Year 6 Destinations for 2019

Destination Schools	Male	Female	Total
Morley Senior High School	17	8	25
John Forrest Senior High School	2	5	7
Hampton Senior High School	1	1	2
Carine Senior High School	2		2
Churchlands Senior High School		1	1
Governor Stirling Senior High School	1		1
Perth Modern School		1	1
Mount Lawley Senior High School	1		1
Kalamunda Senior High School ESC		1	1
John Septimus Roe Anglican College	1	2	3
Chisholm College	3		3
St Andrew's Grammar	1	1	2
Emmanuel Christian School	1		1
Servite College		1	1
Swan Christian College		1	1



2019 Programs

Throughout 2019, Noranda Primary School offered a number of successful in-school and extra-curricular programs and activities. These included, but were not limited to the following:

Australian Mathematics Competition

A total of sixty students in Years Three to Six participated in the annual Australian Mathematics Competition in Term Three. In this competition students solve thirty problems in sixty minutes. The problems become more challenging as the students' progress through the online challenge in either the middle primary or the upper primary category. It is pleasing to note that five of our students achieved a distinction, which puts them in the top 20% of achievement. Thirteen of our students achieved a credit, which puts them in the top 55% of achievement. Interestingly, in the past two tests we had the most students ever participate in the competition.

Morley SHS Science Partnership

Students from Year Six travelled to Morley SHS to utilise the science laboratories for their Science lessons. Investigative Science lessons were carried out in a fully equipped science lab. The program increased the level of knowledge, understanding and confidence of students in Science. It also served as a tool to transition our students into the secondary school environment where the majority of our students would move on to for their secondary schooling. Feedback has been positive from students and parents about the opportunity.



Student Leadership

Our senior students are able to nominate for and take up student leadership positions within the student council and also as faction captains and vice captains. In 2019 the student councillors, faction captains and Bushwarden leaders attended a student leadership workshop with hundreds of other student leaders from throughout Perth.

2019 Programs

Music and Choir

In 2019, Noranda's choir performed in the One Big Voice – Australia's largest children's choir. It was a magical experience with thousands of children singing together in harmony. The Noranda Vibes Christmas Concert held at Robert Thompson Reserve in late November was also an experience to remember, as the choir performed songs from 'Frozen' and carols alongside the WA Fire and Emergency Services Band.

Community singing and the making of music, the physical response and appreciation and enjoyment of music are areas that the school community regards as an essential part of the student's experience.

Children from Pre-primary to Year Six were given opportunities to sing as a whole school community group at fortnightly assemblies. Repertoire is selected to reflect events such as Harmony Day, Book Week and NAIDOC Day and often integrates actions, movements and instruments.

All students from Year Four to Six participate in our exciting new ukulele program. Ukuleles have been introduced to enrich the music program, and has resulted in great enthusiasm from the students and school community. Each class had the opportunity to share their skills on the ukulele at an assembly. Learning the ukulele is an excellent avenue for the development and consolidation of music skills and music literacy. Most importantly, playing the ukulele is fun!



Instrumental Music

Year Six students selected for the School of Instrumental Music Program had weekly lessons in guitar, flute, trumpet and trombone and had opportunities throughout the year to perform for the school community. The highlight for our instrumentalists in 2019 was performing the song 'Best Day of My Life' at their graduation ceremony alongside their classmates. Integration of these instruments into creative tasks in the music room where possible, provides further enrichment of learning.

ANZAC Assembly

The Noranda Community came together for a wonderful ANZAC Commemorative Service in our school grounds. Students were able to reflect upon and respect the contribution of past Australians to their present lives. The school choir performed a melody of songs and a parent from our school community played the bagpipes.

2019 Programs

STEM/ Makerspace

In 2019, STEM continued to be a major focus at Noranda Primary School. STEM is an approach to learning that integrates the areas of Science, Technology, Engineering and Mathematics. STEM allows the students to develop and consolidate important skills such as creativity, critical thinking, problem solving, communication, digital literacy and teamwork. These skills provide the students with a strong foundation to succeed in school and beyond.

During the 2019 school year, our Digital Technologies Lead Teacher worked with all staff to implement best practice STEM teaching in their classrooms. The students immersed themselves into digital learning with the integration of coding, robotics and digital systems in class lessons.

To continue complimenting STEM integration within Noranda Primary School, the dedicated Makerspace session was continued, accessible to students in Years Three to Six, on a Wednesday lunchtime every week. The Makerspace is a place where students have an opportunity to explore their own interests, learn to use tools and materials, both physical and virtual, and develop creative projects.

The Makerspace continued to be very popular in 2019, with between 25-30 students attending each week. The government grant received at the end of 2018 of \$5000 and the subsequent grants of over \$7000 from Bentley Systems has allowed us to fully equip our space with technology and equipment such as a 3D printer, Lego EV3 robotics, Blubots and electronic kits. We want to encourage students to be as creative as possible, deepening their thinking and building upon their skills to be productive members of society in the future.



2019 Programs

Physical Education

An excellent year was had for Physical Education at Noranda in 2019. Students continued their two sport sessions per week and in the senior school we continued with the senior sport program on a Friday afternoon. Here we carried out a number of activities including, interschool winter sports and athletic carnival preparation and Bluearth, a program that encourages movement and mindfulness. The students were tested once a term to gauge fitness improvement by carrying out the Beep Test. This strategy gave us some excellent data to improve the teaching of physical fitness.

The year started with a great effort by the Noranda Tennis Team at the Academy Plate Tennis Tournament. The team continued their great performance from the previous year, however, because they had a mixed team they were ineligible to earn points.

In Term Two, we again participated in the Guildford Cross Country event where we were competitive. We had two division winners in the Year Three and Year Four boys respectively. We also competed in the Winter Interschool Sports Competition with two netball teams, one soccer team, one football team and one basketball team against several other schools in the area. The netball and soccer teams continued to perform strongly and the basketball and AFL teams persisted and competed well. The Netball B team won their division.

Term Three continued to involve athletic carnival preparation and producing a team for the interschool carnival, which was held early in Term Four. In the Interschool Athletics Carnival, we had good improvement from the previous year and finished one overall place better. Again Sophia was crowned Champion Girl for her year level.

Throughout 2019, students continued to enjoy their sport and really worked on improving their own performance and being great role models for Noranda Primary School.



In-term Swimming

Swimming lessons for students from Years Three to Six were held in Term One. While Pre-Primary to Year Two lessons were conducted in Term Four. Lessons for students were held at the Bayswater Waves Aquatic Centre.

2019 Programs

Peer Tutoring

The Peer Tutoring Program has been running in the school for eleven years. Year Six students are invited to nominate themselves for the program. It is an opportunity for students to take on a leadership role within the school. The program also maximises the 'one on one' teaching opportunities for students experiencing literacy and numeracy difficulties in Kindergarten to Year Four.

After the students nominate themselves for the program, they attend a training session where they learn to:

- Drill flashcards;
- Use peer tutoring Mastery Files;
- Listen to oral reading, correct miscues appropriately;
- Ask comprehension questions at a literal level;
- Implement individual programs as directed by teachers; and
- Report back to teachers.

When trained, the peer tutors are paired up with children experiencing difficulty. They are supported by the coordinator and lunch time meetings are held each term. Badges are provided for identification and are presented at the school assembly.

Evidence of the success of the program can be seen in the progress of the students, skills evident in tutors and anecdotal feedback from tutors, class teachers, tutees and parents.

On any given day, peer tutors can be found in wet areas testing phonics using flash cards, practising basic number facts, listening to reading homework and conversing with students with English as a second language. It is common to find tutors testing and drilling spelling words. In Kindergarten, tutors help students practice their balancing, climbing and playing skills on the outside play equipment.

In 2019, twenty seven peer tutors were trained and worked with teachers from Kindergarten to Year Four to support students. Some of the peer tutors were tutored themselves when they were in the junior grades. Tutoring sessions were usually after lunch for fifteen minutes.



2019 Programs

Running Club

Running Club started early March and continued for two mornings a week until early November. Sessions were on Tuesday and Thursday mornings from 7.45am to 8.15am. This year a total of one hundred and eighty five participants completed 9,275 kilometres at an average of 157 kilometres per session. This included thirty six parents and family members and four staff. Students ranged from Kindergarten age to Year Six.

Seventy five students and twelve family members / staff achieved 25km; fifty two students and seven family members 50km; thirty five students and four family members achieved 100km; seven students achieved 200km; and two students achieved 300km. The Kilometre Queen ran a total of 302.5kms and the Kilometre King ran 300kms over the year.

A group of parents and family members assisted by supervising on the course or recording the laps run by the students. The year finished with a shared breakfast.

Noranda Nippers

Noranda Nippers is a program that supports parents in reading to their pre-school children so that they can build their early literacy skills. Nippers aims to foster a love of books, stories and language through introducing appropriate books, songs, rhymes, activities and interactive sessions. Noranda Nippers takes place each Wednesday except for the first and last week of term.

The program in 2019 saw up to twelve children ranging from two to three years of age, from ten families attending sessions, including three from EALD families.

Our Nipper families through the year expressed specific areas of concern regarding their children's development and guest speakers were sourced to provide support and information for them. In 2019 guest speakers were invited to present sessions on sleep routines, toileting, managing behaviour, discipline, and speech milestones and development. The sessions also provided parents a forum to discuss and share experiences with guest speakers.

Our guest speech therapists from Stirling Speech also conducted screening for our children entering Noranda Kindergarten in 2020. Parents were given recommendations to help support their child's receptive and expressive language skills.

PEAC

One student from Year Five attended Primary Extension and Academic Challenge courses through 2019. Students are tested in Year Four for eligibility to PEAC courses for Years Five through to Seven. PEAC courses are offered off site, face to face or online. Students select the course that appeals to their interest.

2019 Programs

Bush Wardens

Bush Wardens commenced in 1999 and is an after school Environmental Education Programme. The Parent and Citizen body at the time and the school staff, ensured that the bushland adjacent to the school was saved, for use as an outdoor classroom. Bush Wardens is organised on a volunteer basis by interested Noranda staff and parents. The programme of activities is centred around The Bushland Management Plan 1999. The school nursery was built to support the bushland regeneration programme.



Senior student members are elected as Office Bearers and are taught leadership skills and meeting procedure. This year they attended the 'Senior Leadership Excursion' offered to the Student Councillors and Faction Captains. The children attending our environmental activities pay a small fee and afternoon tea is provided with the help of parents, before afternoon activities commence. Our sessions usually conclude at 4:30pm.



Bush Warden activities were offered three times a term to students from Years One to Six. (Pre-primary students may attend if supervised by a parent or older sibling.) In 2019 it was conducted from February to December. An average of fifty three students attended each session, an increase on average of fifteen students from the previous year, with our most popular activity West Aussie Reptiles, attended by sixty nine students.



Environmental activities focused on bushland regeneration, weeding, flora and fauna identification and Aboriginal use of bushland resources. The importance of conservation was emphasised with incursions, guest speakers and advice from the Environmental Officer at the Bayswater City Council. Incursions this year were Mozzie Wise by Dr Rose Weerasinghe, Design A Frog Pond by Dr Paul Cougan, GoBats by Joe Tonga and West Aussie Reptiles by Gary Davies. Over the twelve sessions throughout the year, five hundred and thirty four children attended.

The programme was supported again this year by Jeremy Maher from the City of Bayswater, both in scientific advice in bushland rehabilitation practices, and provision of free plants and badges for the students. Grant Mullins from Western Red Environmental provided advice on weeding strategies for our students and annual maintenance of our bushland pathways. We worked with Natasha Bowden from SERCUL (South East Regional Centre for Urban Landcare) for the first time. They provided bush tucker plants for our National Tree Planting Day, the Aboriginal resource charts on the six Noongar seasons and coordinated the Mozzie Wise incursion. Rachel Roberts from Environment House in Bayswater also provided plants for our planting day through the Native Plant Subsidy Scheme for local residents and invited us to join a network of Sustainable Schools.



2019 Programs

Loose Parts Play

In Semester Two, 2018, Loose Parts Play was implemented at Noranda Primary School. Loose Parts Play involves loose parts, items that you may be considering throwing out, that have some 'play value'.

At Noranda Primary School we have four Loose Parts Play Spaces and all students follow the three Loose Parts Play Rules:

- Everybody has fun.
- Scrap on scrap.
- Everybody packs away.

Throughout 2019 students continued to explore and enjoy Loose Parts Play. Students used their creativity and imagination to play with the parts as they desired. Through Loose Parts Play students have learnt and developed skills, such as resilience, social skills and problem solving. We look forward to students further building these skills through Loose Parts Play in 2020.



Mandarin

Mandarin was taught from Year Three to Year Six. The focal points of the classes were the four micro-skills: Listening, Speaking, Reading and Writing, as well as intercultural awareness. The Chinese Programme delivered at Noranda Primary School allows children to develop a perspective for Chinese language as well as Chinese culture and helps them explore ways Chinese language is used in Chinese social and cultural contexts.

The learning is inquiry based, meaning it takes into account and capitalises on the children's own questions, ideas and interests so that students are actively involved in their learning. In addition, the Chinese Programme provides authentic learning opportunities so children can investigate real life topics, develop higher order thinking skills, and express their learning in multidisciplinary ways.

In addition to Chinese language learning during school time, an after-school program, Chinese Language Reading Club, has been run since 2018 for the children who are particularly interested in Mandarin learning. Those who have been involved are provided with the opportunity to get exposed to more Chinese language materials.

2019 Highlights

- Incursions from City of Bayswater Library, Year 6 Dance Class, Amanda Young Foundation, Luke's Bees, Life Ed Van, Bushwarden incursions, Brass Band Performance.
- Year Six Camp to Ern Halliday, Sorrento
- Year Six Movie Day Fundraiser for their camp
- One Big Voice School Choir Performance
- Noranda Vibes Choir Performance
- Student Leadership Conference
- Parent information sessions
- NAIDOC Day
- AMC Mathematics competition
- In-Term Swimming Lessons
- Interschool Athletics Carnival
- Interschool Cross Country competitions at Guildford and Coolbinia
- Faction Athletics Carnival
- Flash Mob
- Bookweek
- Multicultural Performances for Harmony Day
- Parent Open Night
- Fathers Day Play Day, Mothers Day High Tea
- ANZAC Day Service
- Colour Run
- End of Year Kindergarten Concert
- Excursions to Kalamunda Historical Village, Brownes Dairy, STEM EXPO, Kings Park, Panda Picnic, WA Constitutional Centre, Caversham Wildlife Park.



Staffing

The Noranda Primary School staff is very experienced. All teaching staff met the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board of Western Australia.

In 2019 there were twenty five teaching staff at the school (Full time equivalent 18.2) and seventeen school support staff (FTE 12). Specialisation in learning areas was provided in Mandarin, Music, Physical Education, ICT and Literacy and Mathematics Support.

Teachers attended professional learning opportunities through the seven designated professional development days or attended courses during school hours or after hours. The Morley Schools Network, which Noranda Primary School is a member, provided opportunities for professional learning through learning area network meetings offered each term.



Staff Professional Learning and Parent Survey Results

Professional Learning

Professional learning / courses that were attended throughout 2019 included:

- Western Australian Curriculum English, Mathematics, Science and History
- Interactive White Board training
- Protective Behaviours Training
- Seven Steps for Successful Writing
- Escalation Indicators and Procedures
- Anxiety in Children
- Aboriginal Cultural Standards Framework
- Digital Technologies
- Morley Schools Network PD – Professional Learning Communities

Parent Survey Results

In 2018, the school conducted a survey of the school community to gather feedback on our performance. The Parent/Community Survey held in 2018, had sixty six responses.

The items that received very positive responses on the organisation and operation of the school were:

- I can talk to my child's teachers about my concerns.
- This school is well maintained.
- My child likes being at this school.
- This school is well led.
- I would recommend this school to others.
- My child's teachers are good teachers.

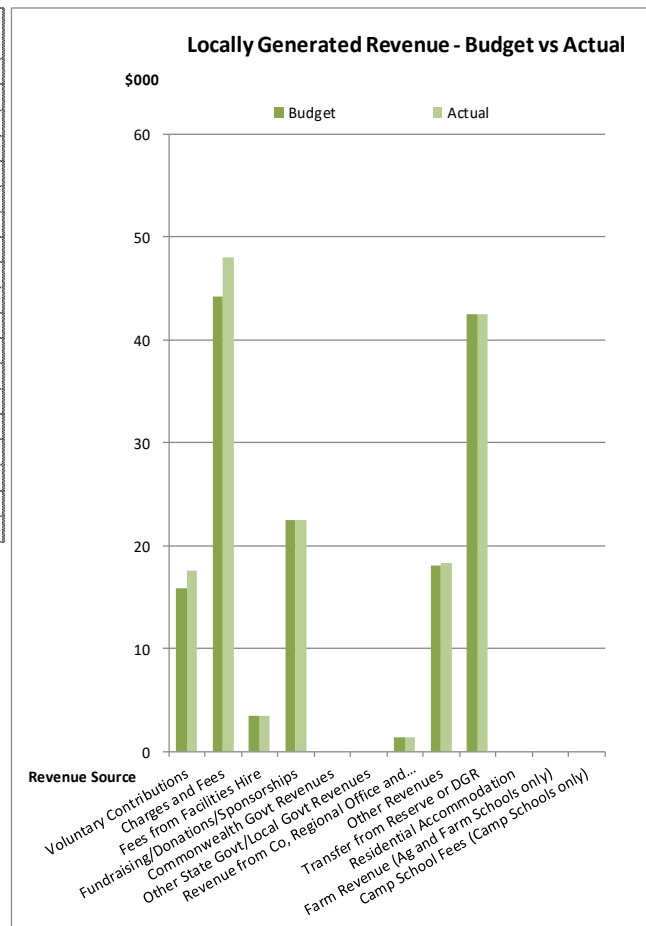
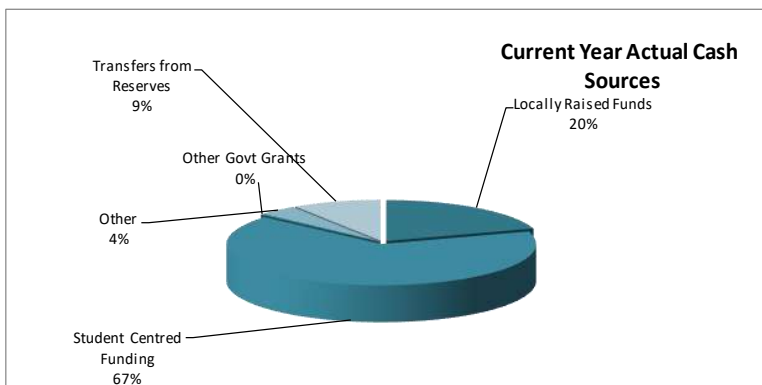
The lowest rated responses in the 2018 parent survey, though not negative in response, indicate items for the school to re-look at and see if changes in practice are needed to improve these areas.

Areas that require consideration indicated by parents were:

- Teachers at this school provide my child with useful feedback about their school work. (3.9/5)

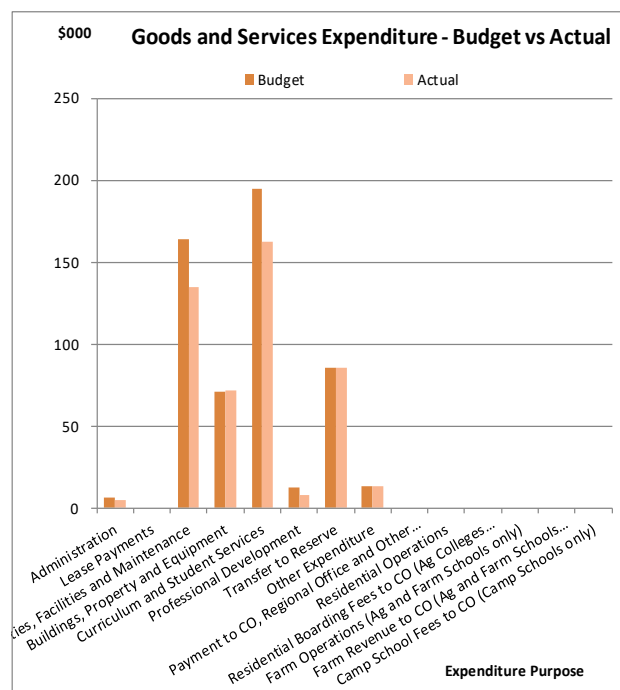
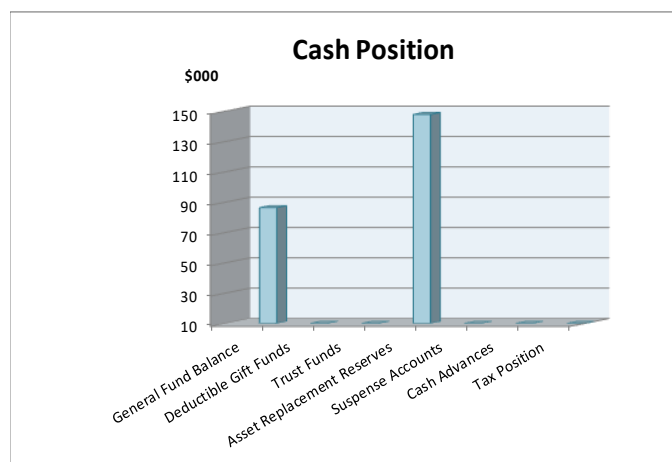
Financial Summary as at 31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 15,909.00	\$ 17,520.55
2	Charges and Fees	\$ 44,216.00	\$ 47,967.64
3	Fees from Facilities Hire	\$ 3,407.22	\$ 3,409.07
4	Fundraising/Donations/Sponsorships	\$ 22,457.66	\$ 22,457.74
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,379.40	\$ 1,379.70
8	Other Revenues	\$ 18,043.24	\$ 18,298.40
9	Transfer from Reserve or DGR	\$ 42,479.38	\$ 42,479.38
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 147,891.90	\$ 153,512.48
	Opening Balance	\$ 109,298.00	\$ 109,298.33
	Student Centred Funding	\$ 302,411.00	\$ 302,411.00
	Total Cash Funds Available	\$ 559,600.90	\$ 565,221.81
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 559,600.90	\$ 565,221.81



Financial Summary as at 31 December 2019

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 5,785.64	\$ 4,877.76
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 164,108.78	\$ 134,796.31
4	Buildings, Property and Equipment	\$ 71,108.18	\$ 71,258.83
5	Curriculum and Student Services	\$ 194,575.66	\$ 162,316.30
6	Professional Development	\$ 12,000.00	\$ 7,327.51
7	Transfer to Reserve	\$ 85,500.00	\$ 85,500.00
8	Other Expenditure	\$ 13,139.60	\$ 12,749.96
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 546,217.86	\$ 478,826.67
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 546,217.86	\$ 478,826.67
	Cash Budget Variance	\$ 13,383.04	



Cash Position as at:	
Bank Balance	\$ 225,932.69
Made up of:	
1 General Fund Balance	\$ 86,395.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 147,862.56
5 Suspense Accounts	\$ 6,396.01
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 1,829.00
Total Bank Balance	\$ 225,932.69